**PROJECT 1**

You are already familiar with the **MYP TECHNOLOGY DESIGN CYCLE**. Below you will find a sequence of steps to help you complete the tasks within the given duration. Some tasks can be set as homework as guided by your teacher.

You have 7 weeks to complete the project, in which you will be assessed on the following criterions.

1. ***Investigate-*** is an essential stage in the design cycle. Students are expected to identify the problem, develop a design brief and formulate a design specification. Students are expected to acknowledge the sources of information and document these appropriately.
2. ***Design-*** Students are expected to generate several feasible designs that meet the design specification and to evaluate these against the design specification. Students are then expected to select one design, justify their choice and evaluate this in detail against the design specification.
3. ***Create-*** Students are expected to document, the process of making their product/solution, including when and how they use tools, materials and techniques.
4. ***Evaluate-*** Students are expected to evaluate the product/solution against the design specification in an objective manner based on testing, and to evaluate its impact on life, society and/or the environment. They are expected to explain how the product/solution could be improved as a result of these evaluations. Students are expected to evaluate their own performance at each stage of the design cycle and to suggest ways in which their performance could be improved.

# Creating a Flyer using a Desk Top Publishing package

The aim of this task is to help you work using Microsoft Publisher.

Whilst you are working, experiment with fonts, styles, colour, inserting images, rotating images, moving things around the page. Try adding borders or shading to some sections. Use your imagination and see what Publisher and you are capable of doing!

## http://t0.gstatic.com/images?q=tbn:ANd9GcSqvTmdsHIopwb-U9lmKyvuNM1YjPS20zb3HY7uDmjmdVprWp10qQhttp://t0.gstatic.com/images?q=tbn:ANd9GcTOD-GF8LRG3Vnjdxf-BJ__PCu-sFUMgWNkjyC7tFqQxDNc9SobzQ Task

You are to design a FLYER on “Living a Healthy Life” which promotes fitness, exercise, good eating habits and a disciplined life.

You need to include photographs, information about Fitness programme in the PE department of our school, food intake one has to maintain, exercise time and ways to maintain discipline in all areas of life.

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The approaches to learning and area of interaction for this project will be:

**Area of Interaction(AOI):**

***HEALTH & SOCIAL EDUCATION:***

**Approaches to Learning (ATL):**

INTERDISCIPLINARY CONCEPTUAL UNDERSTANDING

Technology can contribute to developing knowledge and understanding of health related issues that can threaten or enhance health. This awareness can contribute to development of healthy habits and behaviors.

**Introduction:**

In this project you will use the Desktop Publisher software as a tool to create the leaflet on “Living a Healthy Life”. The instructions are as follows.

1: This will be an individual project involving only FOUR stages of design cycle. You will have to work to achieve the successful completion of the project within the given timeframe.

2: All the students should maintain the **process journal** clearly mentioning all the **four** stages of design cycle, namely –**investigate, design, create, evaluation** .

4: You will be marked depending upon the rubrics provided below.

5: The time limit for this project will be 7 weeks from September to October 2012.

**INVESTIGATION:**

***PROBLEM:* The problems today are lack of activity. We know it's good for us but avoid it like the plague either because we're used to being sedentary or afraid that exercise has to be vigorous to be worth our time. The truth is, movement is movement and the more you do, the healthier you'll be. Even moderate activities like chores, gardening and walking can make a difference. A proper diet along with a simple workout can make a difference.**

Start investigating on the ways to live a healthy life. Explore the fitness center of our school and get your questions answered while learning all about health, movements, exercise, eating habits and more. Gather all the information you think you will need to create your leaflet in DTP and save them in a document called **“*Investigation*”.** Make sure you include the resources used to collect information. You should gather information from other sources such as newspapers, magazines and any other resource you feel the best.

**Design:** You will design 3 feasible designs for a minimum of 2 pages A4 size flyer (more pages is at your own time management) you will create as a product/solution to spread awareness on Healthy living to the student community.

**DESIGNING THE FLYER**

The Images you will use to make your FLYER look good.

The background, borders you will use in the FLYER.

The font face, size and color you will use

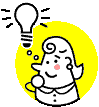
Word Art used.

**Create:** During this stage you start creating the FLYER. You will be shown how to use the DTP software by your teacher to create FLYERS and other features. The Flyer consists of just 2 A4 sized paper.

1. Both the pages must have your name and form.
2. Once you are done with the FLYER do not forget to take the screen shots of each page, how you actually created it, and then document it in MS Word.
3. All pages must have soothing background colour, a header, bulleted point if necessary (but optional) images/pictures relevant to living a healthy life.

**Evaluate:** At the end of your project when you have created your FLYER, you will be required to evaluate your product (FLYER) and your performance at each stage of the design cycle and also talk about the improvements you have made.

**PRODUCT EVALUATION**: Following points you need to make sure when you have completed the product and you are about to evaluate it.

1. Document it in MS Word in about 10- 15 sentences
2. Why do you think the product you created is good?
3. Does it target the audience (Student community)
4. Does it raise awareness on healthy living to the student community
5.  Is the product attractive
6. Have you included relevant images, text, borders and background?
7. Is there room for improving the product (flyer)?

**SELF EVALUATION**: Note the points below:

1. Document it in MS Word in about 10-15 sentences
2. What topic are you working on and when did you start your work?
3. How did you perform till the completion of the product?
4. Did you face any problems making your product, if so, how did you overcome those problems?
5. Do you think you could have done well?
6. Did you learn anything during the process of making the product?

**CRITERION A: INVESTIGATION (6 Marks)**

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| **Week 1-2 INVESTIGATION**  **Research on the topic**  **Identify the problem.**  **Design specifications** | 1. Students gather information from the fitness centre of our school, internet and other sources 2. Students start Process Journal 3. Identify problem- what is that you are trying to solve? 4. Why is the issue important?   *(All these to be word processed and documented)*  Students need to **list** some design specifications that the teacher gives and some of their own.   1. The Flyer that you are planning to create should be 2 pages (minimum) size A4. 2. Explain the need for a FLYER. 3. Browse to find the best possible images relevant for the component you are working on. 4. Write down what content should be included in the first and second page 5. What software you are working on to create the flyer? 6. Who are the targeted audience? |

**CRITERION B: DESIGN(6 marks)** Make sure you have done these things:

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| **WEEK** | **Make Sure….** |
| **Week 3-4**  *Creating Designs either by drawing on the paper by hand or word processor.* | You have created three feasible designs  *(feasible = could work)* |
| You have justified all three designs against the design specification. |
| You have chosen one design and written a paragraph explaining why you chose it. |
|  | You have made sure that the design you have chosen is detailed. |

**CRITERION D: CREATE: (6 marks)**

At this point students are expected to create the product (FLYER) and document it with a series of screen shots, the process of making the product/solution including when and how they use the tools and techniques.

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| **WEEK**  **5-6**  **Students are to use the DTP software to create a FLYER as their product/solution for the problem identified.** | Start using the relevant software (as directed by your teacher) to create the FLYER. |
| Make sure the FLYER that you will be working on targets you audience (Student community) |
| Follow the designs & specifications set by your teacher? |
| 1. FLYER should be with a minimum of 2 pages sized A4. 2. Include relevant images, text, borders and background in your Flyer. 3. Make use of all the features of the software taught by your teacher 4. Choose the best colour combination and relevant text face, size, colour to make your Flyer look good. |
| Made sure that the design specifications that **you** created have been met? |

**Criterion E: Evaluate Section (6 marks)**

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| **EVALUATE**  **WEEK – 7**  Evaluate product | Students need to **write a paragraph or two** evaluating the product and testing it against the design specifications. They will need to include the views of the **users** and explain how this product **impacts on social learning.** |
| Evaluate performance | Students need to write a paragraph about their performance and how **they felt they worked through the Design Cycle** **mentioning all of the stages**. They will need to suggest ways their **performance could be improved.** |

**INVESTIGATE**

***(This pages are left blank for you to either attach the word processed investigation, designs or write/draw it down by hand if you wish to do so)***

**FEASIBLE DESIGNS (3 designs)**

***(Some designs to be completed at home- Home work)***

**CREATE**

***(You may attach the flyer created in this page for the teacher to mark your product. To be completed in the class)***

**SCREEN SHOTS OF MAKING THE FLYER.**

***(You may stick the screen shots of the process in these two pages)***

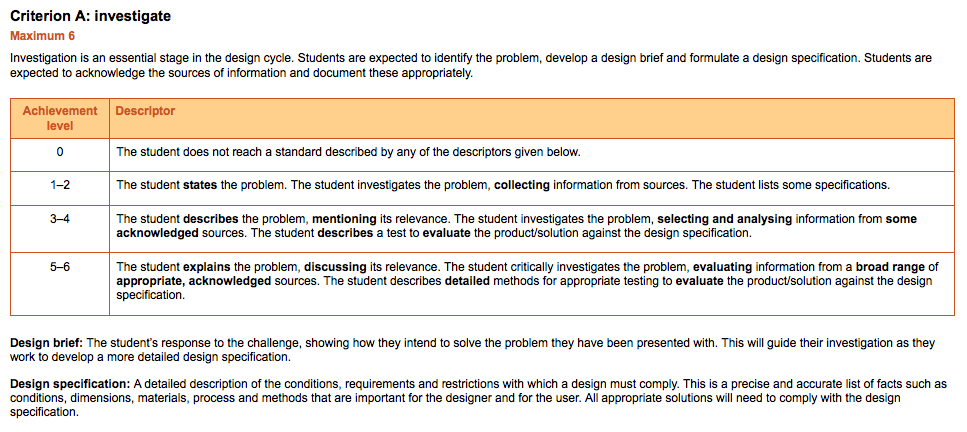
**EVALUATION**

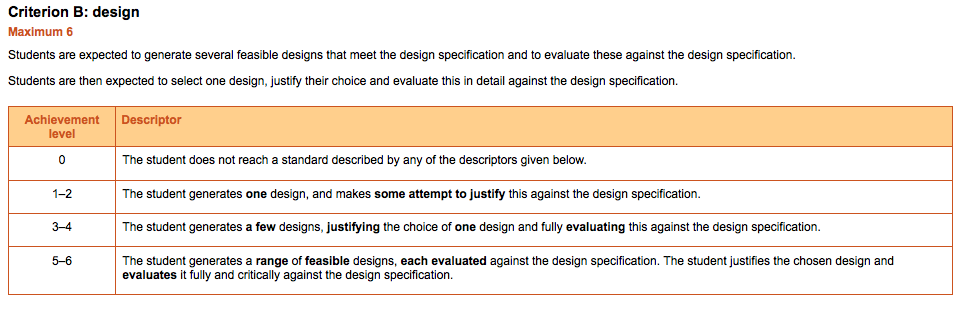
***(You are to complete the self evaluation at home. Evaluating the product can be done in class)***

**SELF EVALUATION:**

**PRODUCT EVALUATION:**

**ASSESSMENT INDICATORS:**

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**Criterion D: Create**

Maximum 6

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| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student considers the plan and creates at least **part** of a product/solution. |
| 3–4 | The student **uses** appropriate techniques and equipment. The student follows the plan and **mentions** any modifications made, resulting in a product/solution of **good** quality. |
| 5–6 | The student **competently uses** appropriate techniques and equipment. The student follows the plan and **justifies** any modifications made, resulting in a product/solution of **appropriate** quality using the resources available. |

**Criterion E: Evaluate**

Maximum 6

Students are expected to evaluate the product/solution against the design specification in an objective manner based on testing, and to evaluate its impact on life, society and/or the environment. They are expected to explain how the product/solution could be improved as a result of these evaluations.

Students are expected to evaluate their own performance at each stage of the design cycle and to suggest ways in which their performance could be improved.

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| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student evaluates the product/solution **or** his or her own performance. The student makes some **attempt to test** the product/solution. |
| 3–4 | The student evaluates the product/solution **and** his or her own performance and suggests ways in which these could be improved. The student **tests** the product/solution to evaluate it against the design specification. |
| 5–6 | The student evaluates the success of the product/solution in an objective manner based on the **results of testing**, and the **views of the intended users**. The student provides an evaluation of his or her own performance **at each stage of the design cycle** and suggests improvements. The student provides an appropriate evaluation of the **impact** of the product/solution on life, society and/or the environment. |

**GRADING SCHEME:**

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| **Criterion** | **Stage** | **Maximum mark** | **Student mark** |
| A | Investigate | 6 |  |
| B | Design | 6 |  |
| C | Plan | 6 | 0 |
| D | Create | 6 |  |
| E | Evaluate | 6 |  |
| F | Attitudes in technology | 0 | 0 |
| **Student Total:** | | | **/24** |
| **Level:** | | |  |

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| --- | --- |
| MARKS | GRADE |
| **20-24** | 7 |
| **17-19** | 6 |
| **13-16** | 5 |
| **10-12** | 4 |
| **6-9** | 3 |
| **3-5** | 2 |
| **0-2** | 1 |